

# Latchmere Reading Progression 2025 - 2026

## Reading Aims from the 2014 NC

Read easily, fluently and with good understanding (*LW phonics programme, fluency approach, KS2 whole class reading*)

Develop the habit of reading widely and often, for both pleasure and information (*RFP session, library, non-fiction books relating to the wider curriculum*)

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. (*Tiered vocabulary approach, grammar in context*)

Appreciate our rich and varied literary heritage (*carefully chosen books to appreciate new and established authors, poetry nook*)

	Word Reading	Reading for Pleasure	Discussion and Understanding	Book Knowledge
	<b>Nursery and Reception read an 'Inside Out' book every half term. They create a visual story map and learn specific vocabulary linked to the book. These maps are displayed in the classroom.</b>			
N	<ul style="list-style-type: none"> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Joins in with repeated refrains</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them.</li> <li>Enjoys rhyming and rhythmic activities.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Suggests how the story might end.</li> <li>Describes main story settings, events and principal characters.</li> <li>Anticipates key events and phrases in rhymes and stories</li> </ul>	<ul style="list-style-type: none"> <li>Looks at books independently.</li> <li>Handles books carefully.</li> <li>Knows information can be relayed in the form of print.</li> <li>Holds books the correct way up and turns pages.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>Beginning to be aware of the way stories are structured</li> </ul>
R	<ul style="list-style-type: none"> <li>Able to follow a story without pictures or props.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Understands humour, e.g. nonsense rhymes, jokes.</li> <li>Enjoys an increasing range of books.</li> </ul>	<ul style="list-style-type: none"> <li>Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Knows that information can be retrieved from books and computers</li> </ul>

	<ul style="list-style-type: none"> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>			
	<p><b>Comprehension ELG</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Anticipate – where appropriate – key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading ELG</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>			

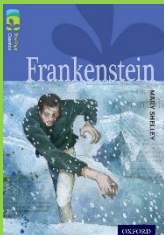
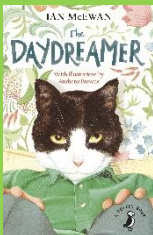
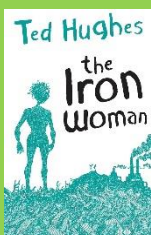
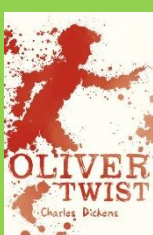
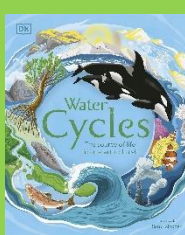
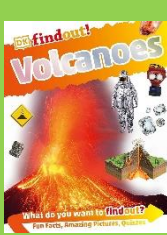
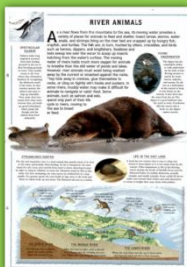

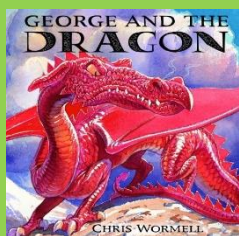
1	Word Reading	Reading for Pleasure	Discussion and Understanding	Comprehension
1	<p><b>Year 1 use the reading scheme as determined by Little Wandle Letter and Sounds. Supplementary reading activities take part as part of the English provision. Information regarding books used is given to parents on a termly basis.</b></p>			
1	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Being encouraged to link what they read or hear read to their own experiences</li> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Recognising and joining in with predictable phrases</li> <li>• Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them.</li> <li>• Discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Discussing the significance of the title and events</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Predicting what might happen on the basis of what has been read so far</li> </ul>

	Word Reading	Reading for Pleasure	Discussion and Understanding	Comprehension
	<b>Year 2 use the reading scheme as determined by Little Wandle Letter and Sounds. Supplementary reading activities take part as part of the English provision. Information regarding books used is given to parents on a termly basis.</b>			
2	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Read words containing common suffixes</li> <li>• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories</li> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• Being introduced to non-fiction books that are structured in different ways</li> <li>• Recognising simple recurring literary language in stories and poetry</li> <li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>• Discussing the sequence of events in books and how items of information are related</li> <li>• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• Discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Answering and asking questions</li> <li>• Predicting what might happen on the basis of what has been read so far</li> </ul>

3	Word Reading	Reading for Pleasure	Discussion and Understanding	Comprehension
3	<p><b>Year 3 use the reading scheme and fluency programme (level 4 – 8) as determined by Little Wandle Letter and Sounds. Additionally, the texts below are used for whole class reading. Information regarding books used is given to parents on a termly basis.</b></p> <div data-bbox="192 252 358 488"></div> <div data-bbox="398 252 562 488"></div> <div data-bbox="602 252 766 488"></div> <div data-bbox="806 252 969 488"></div> <div data-bbox="1010 252 1218 488"></div> <div data-bbox="1245 252 1411 488"></div> <div data-bbox="1438 252 1632 488"></div> <div data-bbox="1659 252 1823 488"></div> <div data-bbox="1850 296 2063 432"></div>			
3	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Identifying themes and conventions in a wide range of books English</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul>

4	Word Reading	Reading for Pleasure	Discussion and Understanding	Comprehension
4	<p><b>Year 4 use the reading scheme and fluency programme (level 7 – 9) as determined by Little Wandle Letter and Sounds. Additionally, the texts below are used for whole class reading Information regarding books used is given to parents on a termly basis.</b></p> <div data-bbox="181 268 338 504"> </div> <div data-bbox="378 272 528 499"> </div> <div data-bbox="562 272 777 496"> </div> <div data-bbox="810 276 987 493"> </div> <div data-bbox="1039 272 1189 493"> </div> <div data-bbox="1232 276 1411 493"> </div> <div data-bbox="1440 276 1650 493"> </div> <div data-bbox="1686 276 1823 493"> </div> <div data-bbox="1856 276 2011 493"> </div>			
4	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Identifying themes and conventions in a wide range of books English</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul>



5	Word Reading	Reading for Pleasure	Discussion and Understanding	Comprehension
5	<p>The texts below are used for whole class reading. Information regarding books used is given to parents on a termly basis.</p> <div>          </div>			
5	<p>●Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>●Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• Making comparisons within and across books</li> <li>• Learning a wider range of poetry by heart</li> <li>• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<p>●Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> </ul>	<p>● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion</p> <ul style="list-style-type: none"> <li>● Retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• Provide reasoned justifications for their views</li> </ul>

6	Word Reading	Reading for Pleasure	Discussion and Understanding	Comprehension
	<p>The texts below are used for whole class reading. Information regarding books used is given to parents on a termly basis.</p> <div data-bbox="376 212 528 443"> </div> <div data-bbox="577 225 723 443"> </div> <div data-bbox="763 231 1043 443"> </div> <div data-bbox="1093 231 1234 443"> </div> <div data-bbox="1290 225 1456 443"> </div> <div data-bbox="1496 220 1653 443"> </div> <div data-bbox="1697 225 1848 443"> </div> <div data-bbox="1888 231 2027 443"> </div>			
6	<ul style="list-style-type: none"> <li>● Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<ul style="list-style-type: none"> <li>● Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>● Reading books that are structured in different ways and reading for a range of purposes</li> <li>● Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English</li> <li>● Recommending books that they have read to their peers, giving reasons for their choices</li> <li>● Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>● Making comparisons within and across books</li> <li>● Learning a wider range of poetry by heart</li> <li>● Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>● Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>● Asking questions to improve their understanding</li> <li>● Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>● Predicting what might happen from details stated and implied</li> <li>● Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>● Identifying how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion</li> <li>● Retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>● Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>● Provide reasoned justifications for their views</li> </ul>